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ABSTRACT

The Career Intern Program (CIP), inititated by the Opportunities Industrialization Centers of America (OIC/A) in Philadelphia, Pennsylvania, in 1972, is an alternative high school for dropouts and potential dropouts and for youth who are otherwise educationally and economically disadvantaged and unemployable. CIP operates with the endoresment of, and cooperative support from, local school systems and involves all segments of society, from family and peers to business and industry. After 10 years of rigorous testing and evaluation, the evidence shows that CIP has been instrumental in helping thousands of youth to complete high school and enter into postsecondary education, training, and employment situations. This publication begins with a discussion of CIP's background and its roots in OIC/A. Next comes a brief description of the program, covering recruitment, the intake interview, orientation, curricular design, and the three phases of program design: career awareness, career exploration, and career specialization. The greater part of the publication is devoted to providing samples of the thoughts, perceptions, and opinions of those who support CIP. This support comes from the business and industrial communities, local school systems, and colleges and training institutions, as well as from professionals, social service and community agency personnel, parents, interns, and researchers. Lists of CIP supporters and CIP graduates and their placements are appended. (CMG)

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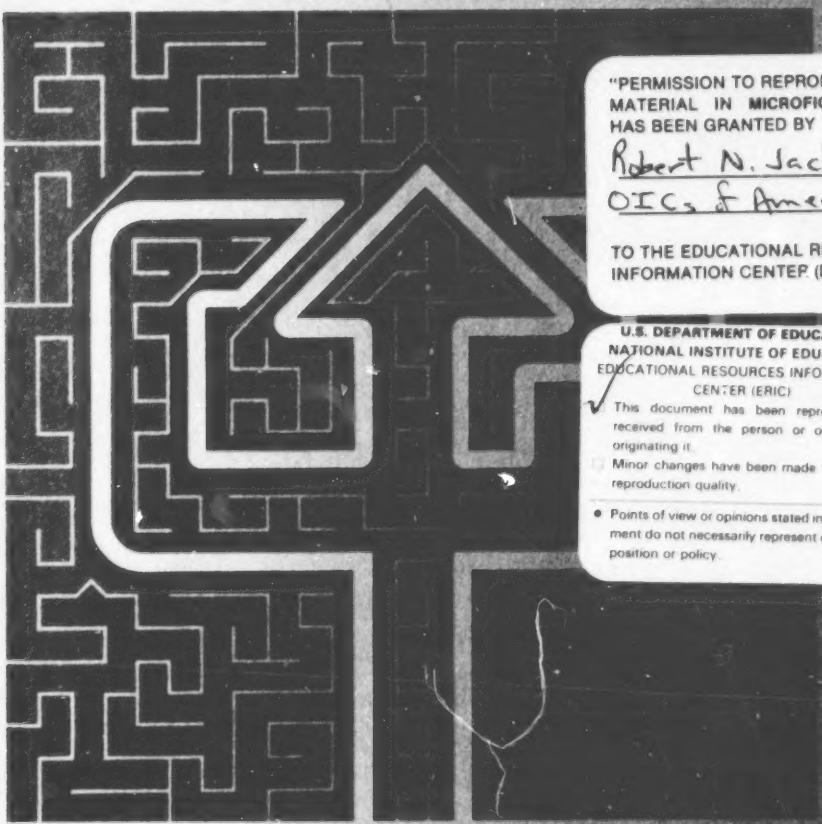
The Career Intern Program:

A serious solution to youth unemployment

A decade of difference: 1972-1982



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Foreword

Today, as our Nation faces such perilous times, I believe we must now take bold, creative and imaginative steps to rebuild America. While the Nation engages in the great National debate regarding the recession, high interest rates, budget cuts, nuclear proliferation, the arms buildup, etc., let us not forget that America's greatest resource, her greatest strength, is the spirit and productivity of her people. Yet, as the great debate rages on, people continue to suffer from spiralling unemployment, depression, despair, frustration and anger. The suffering can be found from the corridors of the great Northeast, Midwest and Northwest, to the sun drenched plains of the Southeast, Southwest and Far West. The suffering can be found in the middle class havens of suburbia to the black ghettos, brown barrios and white pockets of poverty. While the "haves" are finding it increasingly difficult to make ends meet, the "have-nots" are becoming increasingly desperate while just trying to survive. America is in trouble today. While other sectors of the public are suffering, nowhere are the effects more apparent than with our Nation's future — our youth.

Student test scores have been declining at an increasingly high rate. School dropout rates have reached unprecedented high proportions. Youth unemployment rates are unprecedented. Drug usage and alcohol abuse continue unabated. Murders, vandalism, and other acts of violence have become commonplace among our youth. Recent studies by the Department of Defense reflect that "Americans depend, for the common defense, on troops who are often undereducated, unmotivated and incompetent." Whole segments of this generation of youth are being lost through inadequate educational, personal, and social preparation.

It is becoming increasingly clear that statistical manipulation cannot erase these problems. From all of the recent studies, it is also painfully clear that the problems confronting the minority, the disadvantaged, and the poor youth are disproportionately more devastating.

Some believe that when the "baby boom" generation reaches adulthood, the youth employment and education problem will disappear. This is unrealistic; for what is really happening in America is that there is a continuing growth of an underclass of youth which is often undereducated and economically disadvantaged, and members of minority groups. Steps must be taken now before our untrained, idle and restless youth tear our cities, our towns and our communities apart again. To ignore the problem would be a devastatingly tragic and economically debilitating mistake.

In 1972, the Opportunities Industrialization Centers of America (OIC/A) took such a step by establishing the first Career Intern Program (CIP). Since then, thousands of young people have earned high school diplo-

mas, become employed or pursued higher education or technical training through CIP. Through CIP, they have learned that with hard work, determination and perseverance, they can be productive and self-sufficient.

We need more CIPs across America during this time of National crisis. Just as we launched a plan to put America on the moon, we must launch a plan to put America's youth back on their feet with skills, hope and jobs. We need to launch a plan to help our youth to be prepared for the sophisticated technologies of today and tomorrow. The CIP must be an integral part of such a plan.

The CIP has demonstrated that it can reach the Nation's youth and prepare them for the jobs of tomorrow. The CIP has proven that it can help thousands of youth of all racial and ethnic identities to play a constructive role in society. CIPs in many more communities can salvage the lives of millions of our Nation's youth. We call upon the President, the Congress, business and industry; we call upon state and local elected officials; we call upon leaders in our communities and in every strata of society to expand the adoption of CIP. Together, we can stem the tide of defeatism, this cruel erosion of spirit which, like a plague, is intensifying across the land.

The CIP has been proven in the crucible of experience. The time is now to establish more CIPs across the land and rebuild America.

Leon H. Sullivan

Leon H. Sullivan
Founder and
Chairman of the Board
OICs of America, Inc.

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Introduction

The Career Intern Program (CIP) was initiated by the Opportunities Industrialization Centers of America (OIC/A) in 1972, in Philadelphia, Pennsylvania. The CIP is an alternative high school for dropout and potential dropout youth, and for youth who are otherwise educationally and economically disadvantaged and unemployable. Since its inception, the CIP has been rigorously evaluated under the administration of the National Institute of Education (NIE). The evaluation consisted of a standardized instrumentation, ethnographic and comparative analytical design. The evaluation results produced such compelling evidence of the program's effectiveness that the program was cited by the U.S. Department of Education's Joint Dissemination Review Panel (JDRP) as an exemplary educational program. As a result of the JDRP approval and the enactment of the Youth Employment and Demonstration Projects Act (YEDPA), the U.S. Department of Labor (DOL) and NIE entered into an Interagency Agreement to test the replicability of the CIP in four additional communities.

The design of the replication study was to determine if the CIP could be successfully replicated in communities with different demographic, geographic, and cultural characteristics. Thus, the communities which were selected were Detroit, Michigan; Hudson Valley, New York; New York, New York; and Seattle, Washington. Evaluation results, again, reflected compelling evidence of CIP's effectiveness.

After ten years of rigorous testing and evaluation, the evidence is conclusive that CIP not only works, but it has been instrumental in helping thousands of youth to complete high school and enter into postsecondary education, training or employment situations. Also, the CIP has received National acclaim from state and local elected officials, business and industrial officials, local education agency and university officials, training and technical school officials, parents and people from various segments of communities. CIP has also been expanded to the Hispanic community. OIC/A has assisted SER, Jobs for Progress to establish a CIP in Washington, DC, and the National Council of La Raza to establish a CIP in Fort Worth, Texas. CIP legislation has been introduced in both the House and the Senate of the U.S. Congress, under strong bipartisan sponsorship by Senators Randolph and Chaffee (S.1301) in the Senate, and Congressmen Hillis and Dymally (H.R. 4391 and H.R. 3182) in the House.

This publication provides a sampling of the myriad of National support and involvement which the CIP has received since its inception. This is in no way an attempt to capture the full range of support and involvement, for that would be a massive undertaking to compile such data. Also included are a few of the thoughts, perceptions and opinions of those who support

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CIP as expressed in quotes. Too often, as program developers and practitioners, we tend to view program effects through only our perspectives. We feel that it is appropriate now to let others express what CIP means to them.

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Background

The Career Intern Program (CIP) was established with the philosophical tenets of the Opportunities Industrialization Centers of America (OIC/A) as its base and within the framework of dynamic, innovative and sound educational programming. For the reader to grasp the full essence of the CIP, one must go back to the origins of OIC/A and its Founder and Chairman, Dr. Leon H. Sullivan.

In the early 1960's a group of Black clergy was concerned about the lack of employment opportunities for Blacks and other minorities in Philadelphia, Pennsylvania. In an effort to bring down the barriers to employment, the clergy, led by Dr. Leon H. Sullivan, successfully organized a selective patronage campaign. When the campaign began to have some effect and the barriers to employment began to come down, Dr. Sullivan realized that though job opportunities were becoming available, there were few Blacks and other minorities who possessed the skills to take advantage of these opportunities. Dr. Sullivan foresaw the need to establish a means to provide the necessary skills training for the unemployed and underemployed. Thus, through his vision and leadership, the first OIC was established in Philadelphia in 1964.

From its inception, OIC focused on the individualized, integration of work/life planning for its participants. The program fused together academic instruction, skills training and proficiency, and, personal development and job counseling.

The program was deeply rooted in the principles of self-help, pride and dignity, and the belief that "Everybody Can Be Somebody."

During OIC/A's expansion throughout America and the world, OIC/A has established unprecedented partnerships with federal, state and local governments, business and industry, educational and professional institutions, civic and service groups, and religious and community organizations. OIC has provided the leadership in building such partnerships around the goal of helping people to help themselves.

Today, OIC/A is the largest nonprofit skills training network in America with over 128 Centers operating in America, and others operating abroad. Between the period 1964 – 1981, OIC/A has served 885,231 participants, trained 676,138 and placed 514,815 in meaningful jobs at one-half the cost of other job training programs. As a result of their being employed, OIC graduates have added millions of dollars to the Nation's economy through tax revenues.

In the late 1950's, James B. Conant referred to the unsolved problems of youth as "social dynamite." Certainly, youth who leave school before graduation and enter the labor force without an adequate educa-

tion or employability skills, are imminently a significant part of this powder keg. Dropouts tend to enter into endless cycles of poverty and deprivation leading to crime, welfare and social destruction. Instead of being taxpayers, they become tax burdens.

For a number of years, Dr. Sullivan had been concerned about the problems of the unskilled and unemployed. Finding a way to diffuse the "dynamite" became the impetus for Dr. Sullivan to conceptualize an alternative approach to traditional school which would prepare young people realistically for meaningful lives. The new program would help young people who either dropped out of school or were likely to, to meet their academic and personal needs. Also, the program would be geared toward developing career plans and goals for these young people. After a historic meeting with Dr. Sidney P. Marland, former U.S. Commissioner of Education, Dr. Sullivan assigned to OIC/A, the responsibility for developing and implementing a model career education program which would serve dropout and potential dropout youth. To make education more responsive and satisfying, the task, as he saw it, was also to involve all segments of society in the educational process. This included family and peers, business and industry, schools and universities, training and technical institutions, civic and professional organizations, and community and civic groups. The program which was developed was the Career Intern Program (CIP).

In Philadelphia, Pennsylvania on Thursday, October 5, 1972, the Philadelphia Evening Bulletin reported:

> "'The eyes of the Nation are upon you, Rev. Sullivan,' U.S. Commissioner of Education Marland said yesterday after he helped dedicate Rev. Leon Sullivan's new educational center for high school dropouts in Germantown. . . .
>
> "'I cannot emphasize strongly enough that this is not simply more vocational education for blacks, something that has properly been attacked in the past as tending to segregate blacks into semi-skilled occupations, reserving college for the white middle class,' Marland said."

The doors had truly opened and over 100 young people, who in many cases had given up all hope, decided to try to make something of themselves one last time as they entered into the alternative high school. . . . .CIP. For the next 10 years, there would be many more in different cities, from different ethnic backgrounds, and with many different hopes and dreams who would find a way to achieve a successful career, a productive future and a positive direction for life through CIP.

Description of the Career Intern Program Concept

CIPs are alternative high schools which are designed to assist in meeting the academic and personal needs of dropout and potential dropout students, while assisting them to develop and pursue career goals. CIPs operate with the endorsement and cooperative support from local school systems. CIPs are authorized to function as adjuncts to local school systems to serve eligible youth as interns (students) and to assist interns to earn course credits necessary for graduation. The course requirements are consistent with the course requirements of local school systems. Also, CIPs operate on a quarter or semester basis consistent with local school system requirements.

For a CIP to be viable on a local level, other support linkages are established. These include, but are not limited to, cooperative bonds with the public and private sectors, institutions of higher learning, skills training and technical schools, social service and community agencies, and civic and professional groups. These linkage systems provide an array of services to the intern populace.

Each CIP has an Advisory Council composed of representatives from the school system, private and public sectors, the educational community and the community-at-large. The Councils provide support services to strengthen CIP operations.

Recruitment

Recruitment is active wherever young people congregate. Referrals come from the local school systems. Others are referred by social, religious and community agencies. Some candidates for CIP are located in pool halls, youth centers, and on the street corners. CIP recruitment is designed to reach and involve all eligible and interested youth within a community.

From the first day of a prospective intern's contact with CIP, staff members strive to create an atmosphere of awareness, understanding, and cooperation with a prospective intern. Parents are encouraged to become an active and integral part of the educational process.

Intake Interview

The Intake interview is designed to provide the prospective intern and parent(s) with an overview of the CIP and to collect background data. An assessment is conducted to determine the prospective intern's adaptability to CIP, and that CIP is the program which he or she is seeking and needs. Since CIP is designed to screen young people in and not out, all efforts are made to insure that the best decision is made relative to enrollment by the prospective intern, his or her parent(s) and the CIP staff. If it is determined

that another program would be more appropriate, CIP refers the youth to such a program. The CIP staff conducts a followup afterwards to insure that the youth receives such other services.

Orientation

Orientation is designed to officially welcome the intern into the program, and to provide him or her and the parent(s) with additional insight into CIP expectations, as well as his or her own. Interns and parents also receive an opportunity to become acquainted with other interns and staff.

Curricular Design

The CIP curricula provides a comprehensive set of organized learning experiences, encompassing a fusion of career and affective subject matter integrated into academic subject matter. The curricular design provides the intern with the opportunity to become aware of a wide range of career opportunities, to explore a range of career interests, and to specialize in one or more related careers. It also allows the intern to acquire the essential academic competencies required for graduation, while developing in the process, positive self-concepts and self-esteem.

Program Design

The program design consists of three phases - Career Awareness, Career Exploration and Career Specialization.

Career Awareness

This phase of the program allows for intern adjustments to be made for insured effectiveness within the program. It assists the intern to develop fundamental skills, attitudes, and interests for coping and being responsive to expectations at a later period in the program. It further facilitates opportunities for interns to personalize interactions among peers and staff.

The course offering is consistent with local school system requirements. Instructors utilize mini lessons in courses, while employing a variety of instructional methodologies such as individualization, didactics, lecturettes, small group pacing, etc. Career experiences relative to field trips to businesses and industries are conducted to enhance the intern's awareness of career opportunities. Resource persons from the private and public sectors are utilized to lend more realism to course materials. Career fairs are conducted to expose interns to additional career information. Supplementary materials are utilized to support the core curricula.

The intern's Career Development Plan (CDP) is initiated during this phase. Each Plan is individualized to fit the career, personal and academic goals of each intern. The Plan details each step that an intern must go

through to achieve his or her goals. Each staff person makes suggestions to the intern's counselor who interprets these data for the intern, and assists in establishing a career objective in conjunction with the intern, based upon an indepth understanding of the intern's capabilities and potential. The completion of the CDP indicates that the intern is prepared to enter into the next level of activity leading to the achievement of his or her career goal.

Each intern receives a minimum of one counseling session every two weeks. The focus of these sessions is geared toward reinforcing motivation in interns, monitoring intern progress, and resolving intern problems.

Career Exploration

As interns complete more quarters (or semesters depending upon the schedule of the local school system), and accrue more credits towards graduation, more advanced course work is introduced. A variety of more sophisticated instructional methodologies is employed. More specialized career oriented subject matter and supplementary materials are introduced. Career options continue to be explored through career fairs, resource persons, field trips and off-campus programming. There is more career counseling as well as greater parental involvement in evidence.

As interns begin to focus upon particular careers, they are prepared for Hands-on. During Hands-on, interns are placed at worksites where they observe pace and procedures, and learn the parameters and requirements for careers in which they are interested. This usually includes performing tasks under a worksite supervisor through which interns learn more about the career choice and the dimensions of the world of work. When company or union regulations preclude their performing tasks, interns observe intently and review processes and procedures afterward in follow-up classes. Interns who complete Hands-on develop a more realistic perception of their career choices, the world of work, and benefits and expectations associated with their career choices.

Career Specialization

When the intern approaches graduation, planning for the next level of activity is initiated. Interns interested in college receive enrollment and scholarship information and are assisted in college placement. Interns interested in employment are taught job-finding skills and are assisted in job placement. Those seeking advanced skills or technical training are assisted in placement in appropriate skills training centers or technical schools.

Upon completion of all program and school system requirements, interns are awarded high school diplomas from the school they last attended. Follow-up is conducted on the graduates for one year after graduation and placement, to insure that they are continuing to progress and to resolve any problems.

A Myriad of People Speak Out About the Career Intern Program

During the 10 years of the CIP's existence, various levels of people have become supportive of CIP. This emanated originally from the communities in which CIP sites have been operational. Now it has spread to a broad based constituency as publications, supporters, educators, researchers, CIP graduates et al extol the virtues of CIP. This segment describes what some of those individuals have experienced in terms of CIP.

Business and Industry

The principal goal for the CIP is to prepare young people educationally, personally and career-wise for the world of work. The business and industrial linkage is of monumental importance to the program achieving this end, and is highly integrated into many program elements. Whether the linkage emerges regarding the career fairs, field trips, resource persons, etc., or is more emphatically displayed through Hands-on, career reports, summer employment, etc., the business and industrial linkage provides the mechanism through which intensive academic study is made more relevant in terms of its correlation to a variety of career options, and to the world of work. Thus, interns learn that in order to prepare for meaningful careers and jobs, they must succeed in each facet of the program if they are to achieve viable employment with a future after graduation from CIP, or after college, or advanced skills or technical training.

The CIP has established linkages with large, small and medium sized companies. Many of the companies involved with CIP already are represented on the OIC/A National Industrial and Technical Advisory Councils, and corporate support for CIP is provided through local affiliate companies. In other cases, local OIC/A affiliates utilize companies represented on their local Technical Industrial Advisory Committees to provide support to CIP. CIP sites also generate a business and industrial resource pool to provide support for program activities. Thus, corporate support is always sufficient to insure that each intern's career oriented experiences facilitate his or her achieving a career goal.

Many employers are initially cautious or reluctant to become involved with CIP because of the many labels attached to disadvantaged youth. As one officer of a large urban company reflected:

> "At first, I thought that they (CIP) were going to send me a bunch of wild kids who did not know how to act or what to do. But, I said, what the hell. If we (my company) could try it for a while, then nobody could fault us if it didn't work out."

After the first group of interns completed Hands-on, this same officer remarked:

> "I was completely surprised. The students were well behaved; they appeared to be serious; and they were very helpful to us. I don't know what they're doing over there (at CIP) with these kids, but they're doing it right."

Many small businesspersons view their involvement with CIP in terms of their own experiences:

> "I looked at this opportunity (working with CIP) in terms of what happened to me when I was young. If someone had not taken an interest in me, I would not be where I am now. So when Mark and Jan (two interns) worked with me (during Hands-on), I took the extra time to show them all parts of the business. I am even going to hire them part-time. They were that good."

Other businesspersons become involved because of OIC's credibility.

> "My company has hired many OIC graduates so when they (CIP) approached me about participating in this program, I knew that the students would be prepared and they were. We need more programs like CIP because the kids who come out of there are really ready to work."

Since many representatives of companies visit the CIP to participate in career oriented activities, they have an opportunity to observe the program firsthand. One corporate representative recalled:

> "When I represented my company at the career fair, I was amazed to see what was going on. There was no grafitti on the walls; the classrooms were impressive; and everyone was serious about teaching and learning. It was also great to talk with the students. They asked me some very mature and intelligent questions about my company. They seemed to know what they were looking for.
>
> "That experience was a far cry from my experiences in some of the other high schools in the city. You couldn't even make your presentation for all of the noise and chaos going on there."

The test of whether or not a program works is the degree to which it achieves its ultimate goal. While there are other measurements which are a part of CIP evaluation process, the ultimate measurement for staff, interns and parents is the degree to which interns are successful once they have graduated and become employed. Two employers commented about CIP graduates they hired:

"I first met Matilda during the Hands-on experience. She impressed me with her diligence, desire and motivation. So, when we needed a part-time worker, I immediately called Matilda. She worked part-time for us during her senior year and when she graduated, I told my boss that we should hire her full-time. He agreed. She has worked with us a year now and is now taking on even more responsibility. When companies like ours work with programs like CIP and we get these types of results, then everyone benefits."

"I first met Kirk when he was in college and was looking for a part-time job. At that time I didn't know anything about CIP; never even heard of it. Yet, Kirk kept talking about this program and how it had turned his life around. Since our firm is always looking for bright energetic people, and since Kirk talked so highly of this program, the president asked me to look into the program. Well, I got hooked. Not only is Kirk employed full-time with us, but we have two additional people who have graduated from CIP. I'm also on the Advisory Council. Yes, it was a great day for us when we learned about CIP."

As today's job market continues to become tighter in these days of economic recession, young people are consistently finding doors shut to employment opportunities. It has been said that today is an "employer's market." In order for young people to qualify for jobs, they have to be more prepared educationally, attitudinally and skill-wise than their counterparts did just a few years ago. The research data on CIP concludes, impressively, that the employment and postsecondary education placement rate for CIP graduates was statistically significantly higher than the control and comparison groups. Not only was rigorous educational and personal programming of CIP instrumental in achieving these results, but also the business and industrial integration into the program design. The aforementioned comments are only a sampling of what has been achieved for young people through vision, planning and commitment. As CIP evolves into the future, more collaborate programming with business and industry will continue to be a cornerstone to the program's success.

Local School Systems

A CIP cannot become operational without a written resolution from the local school system. This resolution authorizes CIP to legally provide educational services to students within the school system's jurisdiction. While the resolution may, on the surface, appear to be a one step process, it involves several processes. The resolution covers curricula approval, credit awarding procedures, receiving school system services, certification of CIP staff, etc. Thus it can be a long process to secure the resolution (depending upon the size of the school system). While the resolution is paramount to a

CIP opening its doors, the relationship between the CIP and the local school system must continue and intensify because a smooth cooperative relationship is required for CIP to achieve maximum success.

The CIP relationship with the school system generally begins with the administrative components of the school system. Then it evolves to the schools which will be actually referring prospective interns to CIP. As the program matures, the CIP's relationship begins to extend to schools throughout the school system or, as it happened with one CIP, to nearby school systems. Eventually, the relationship extends to the junior high and even to the elementary school level. This occurs because educators tend to assist young people to locate the best option which can realistically aid them to achieve success. It also occurs because a fully implemented CIP will gain credibility within the school system community as representative of qualitative and sound educational programming.

One superintendent reflected on what CIP meant to his school system:

> "The Career Intern Program serves a significant number of Poughkeepsie High School students who would have dropped out of school altogether if required to remain within the traditional high school environment. For many students, an alternative high school program offers the only hope to earn a high school diploma and gain entry into the job market or postsecondary training. The Career Intern Program offers a viable alternative to students throughout the Mid-Hudson Valley and especially to students within urban areas such as Poughkeepsie."

Another superintendent viewed CIP this way:

> "The Career Intern Program, which is headed by the Opportunities Industrialization Center, is a vital program for some of our 'turned off' youth. It gives them hope for the future. The counseling aspect of the program is truly instrumental in helping to change the attitudes and behavior patterns of those who were in trouble or headed that way."

In very large school systems, while the other components of the central administration are involved with CIP, it is usually the district superintendent or the superintendent for a prescribed city area who is most closely aligned with CIP operations. In some cases, the district superintendent has a district board. In one instance, the district superintendent and the district board stated for the record:

> "We are concerned about the plight of our youth; the value of educational tools; and the need for alternative educational programs in the City of Detroit. OIC has sponsored a project, the Career Intern Program, which has worked very closely with our Detroit Public School System.

> This program, which we understand is replicated in several other cities, has made an invaluable impact upon the lives of many of our students here in Detroit—students who were groping for non-traditional educational experiences. This program offers a 'second chance' for many who might have otherwise ended up as dropouts on the 'scrapheap of despondence.'
>
> All of us have felt a sense of pride as these young people 'pulled their tassels' with a sense of confidence in themselves, their future and their country as they received their high school diplomas. Over the years, we have experienced the joy of having many of them return to express gratitude and appreciation to us for having shared in working with the Career Intern Program to provide them that second chance."

Another superintendent of a prescribed area of a large urban area viewed CIP this way:

> "The Career Intern Program under the auspices of the Opportunities Industrialization Center is rendering an invaluable assistance to many of our Bronx high school students. Through this program, literally hundreds of our students who were unable to make it in a traditional high school program have been given individualized supportive help, and an instructional program tempered to their needs, along with the specific career goal experiences and opportunities.
>
> We are working very hard in our High School Division to salvage the 'high risk population.' This program has been a tremendous help to all of us here in the Bronx in assisting this particular segment of our student body."

Though CIP recruits a number of its interns from various areas of a community, most of the interns are referred, at least initially, by high schools which are usually within a close proximity to the CIP site, and are generally servicing a similar populace. Thus, the relationship which CIP establishes with the principals of these sending or feeder schools is extremely important. This relationship also extends to encompass validating credits for graduation, procurement of diplomas, certifying interns for graduation, etc. One principal provided his views on CIP:

> "The Career Intern Program is a vital part of our high school program. Students attending Theodore Roosevelt High School at the CIP location have been among our most successful students. This program has assisted our school in maintaining many students who were having difficulty in the traditional High School Program."

Another principal simply stated:

> "Many of our students in District #23, Brooklyn, New York have prof-

ited a great deal in the care and direction of this educationally sound program."

Some principals, while new to the cooperative relationship, saw the benefits of CIP:

> "A year ago, the Career Intern Program (CIP), under the auspices of the Opportunities Industrialization Centers, opened its doors to students from our high school classified as truants/dropouts. We have been working in cooperation with CIP to help redirect the lives of our high risk population. We feel that CIP has provided our students with a unique opportunity which will help them reach their full potential. The program has been a tremendous help to us and a service to the surrounding communities."

Even elementary school principals see the value of CIP. One recalled:

> "The Career Intern Program is vital to the Poughkeepsie community and without a doubt should be continued and expanded. As the principal of S. F. B. Morse Elementary School, I have enthusiastically participated in this program. The students from CIP have been mature, cooperative and enthusiastic about their assignments. As an educator, I hope that these students, because of the positive experiences that this program provides, will become interested in working with children in an educational setting and pursue a college career for further training."

Other educators articulated their sentiments about CIP thusly:

> "The CIP has done so much for so many of our would-be dropouts. It is one of the few programs in our city that affords a youngster a second chance for credentials with dignity and a new outlook on life."

> "The Career Intern Program located at 14 East 170th Street is an effective alternative program for many of our students who otherwise might have dropped out of school. It offers small group settings with intensive counseling coupled with an introduction to the business world."

Even correctional educators view the CIP as a viable alternative in assisting young people. As one remarked:

> "High unemployment rates and school dropouts go hand-in-hand, and are of ever-increasing concern in our society today. The Career Intern Program is an alternative to our traditional school structure, as we know it, and has been very successful in keeping and taking youth off the streets and putting them into places of employment.

In 1979, I was one of 500 people across the United States selected to attend the Vice President's Conference on Employment and Youth in Baltimore. At that time, I became acutely aware of the seriousness of this problem.

Since I am a correctional educator working within the Texas prison system, I am in a unique position to see firsthand many of the products of our traditional schools. A very high percentage of the inmates with whom I work daily lack academic as well as job skills, which make them prime candidates for criminal activity. The Career Intern Program offers a hopeful alternative."

Perhaps the most appropriate way to summarize this section is to recall the presentation by a feeder school principal at one of the CIP graduation exercises:

"As I look over the graduates, I am encouraged and inspired about what you have accomplished and what you will accomplish in the future. However, I must be candid. I see some faces in this graduation class that if someone had ever told me that I would ever see them in a cap and gown, graduating no less, I would have said they were insane! With all of the trouble that some of you have been in, I either expected you to be in jail or in the ground by now. I especially commend you tonight. I always knew that CIP was an excellent program. Now I know that it can perform miracles."

Postsecondary Education and Training

Along with employment placement, the other key features of the ultimate goal of CIP is to place graduates in postsecondary educational and training situations. If an intern is interested in a career which requires additional education or training, then he or she would be able to acquire the additional education or training through these placements. At the end of this postsecondary experience, the CIP graduate would be able to enter into employment consistent with his or her career goal.

CIP interns become exposed to college and training institutions through various features of the program. Representatives of these institutions become resource persons and participate in various career oriented facets of the program. Also, interns participate in college and training oriented programming. Therefore, when the intern narrows his or her scope in terms of a career goal, he or she has a realistic understanding of the college or training world and the necessary steps to be taken to prepare for the career goal. Thus, another linkage or partnership is established which enables the intern to realistically pursue his or her goal. One college administrator recalled her college's experience with CIP:

"The Career Intern Program in Poughkeepsie, New York has produced quite a number of graduates from students who most likely would not have earned their high school diplomas otherwise. As high school graduates, these young people are now in a better position to contribute constructively to society and to take advantage of opportunities which previously would not have been open to them. Most of these students showed many evidences of personal growth and development and changed ways of thinking. Many who entered the program with hostility to 'see how much they could do the program out of,' instead learned to do things for themselves and to accept responsibility.

Community need for CIP in Dutchess County has been demonstrated by the fact that it began with one school district and expanded to five districts. Door-to-door recruitment practices used when the program began are no longer necessary once potential students and schools learned of CIP through its students and staff."

Another college administrator viewed CIP thusly:

"I have seen high school dropouts come off the streets and into the CIP academic and career programs that have given them basic skills in language, reading, mathematics and on-the-job performance. I have seen them respond with zest and enthusiasm to this new chance to make something of their lives.

More than 1,000 students have been redirected by the CIP during the years it has flourished in this community. I hope that hundreds more can be helped to become productive citizens, not welfare recipients or criminals."

Once CIP graduates enter into the college setting, they are neither intimidated nor surprised that they have reached that level of accomplishment. They tend to be motivated toward achieving academic excellence. One college administrator recalled:

"The first group of CIP students who were admitted to the university appeared to be sincere, determined and motivated to achieve excellence. They seemed to be more mature and concerned with their futures than most of our other students. Since their arrival, many more students from CIP have been admitted. Yes, the CIP has proven to the administration and faculty here that it does, indeed, work."

While college is a prime pursuit for many of the CIP graduates, others opt for advanced skill or technical training to pursue their career goals. A technical school administrator recalled:

"When William came to us for technical training, he possessed a high aptitude for electronics which, of course, he was interested in. We were also impressed with his high aptitude for math. We are convinced that he will be a successful electronics technician when he completes his training."

The CIP opens many doors of opportunity for young people who, at one point or another in their lives, felt there was no hope to glean a successful future. It also allows administrators and faculties of colleges and training institutions to understand that with rigorous and sound educational programming, young people from even the most deprived of circumstances can "make it" in this society.

Professionals

Many of the CIP graduates who enroll in college are intent upon pursuing professional careers. They realize that they face a long road of study which includes not only undergraduate school, but also law, medical, architectural et al school depending upon their career goals. Thus, they, in conjunction with the staff, must realistically assess their aptitudes, competencies, ambitions, etc., to determine if they are seriously intent upon enduring for the "long haul." One judge recalled his experience with CIP this way:

"When I was asked to participate in the program, I did so willingly. It was not only because of my admiration for Dr. Sullivan and OIC, but the need, as I saw it, to help young people enter the field of law.

Even though there were times when the court calendar was crowded, my staff and I took the time to help the students understand the various aspects of the legal profession. I see the CIP as a very important way to help young people find the right profession for themselves."

A lawyer reflected on CIP this way:

"Yes, I remember when the program started and there were several of the students working in law offices, the courtrooms, etc. I thought it was a good idea for the students to observe firsthand how the legal system works. Too often, they see it from the other side."

A dentist talked about his experience with CIP:

"I was just getting my practice off the ground when I was approached about participating in the program. My first reaction was to say that with all of the work I have to do, I really don't have the time

to spend working with students. However, as a person who has always had a concern for the community, I agreed to participate. I have not regretted it for one moment. I have had several students work with me since then and they and I have both profited from the experience. The CIP has proven to be a tremendous asset for the students who attend, and for the community as a whole. With more CIPs in the nation, I believe that there would be less juvenile crime and delinquency."

Though securing a professional career is a long and sometimes difficult process, several interns have chosen that path. However, were it not for the commitment of time and energy of dedicated professionals, many of them would not have known that these careers were attainable.

Social Service and Community Agencies

Social service and community agencies not only are capable of providing a great deal of assistance in servicing a program's clientele, but also, they can be highly instrumental in providing a barometer of a program's impact within a community. In the first instance, many of the CIP interns are single parents and need day care or baby-sitting services so that they can attend CIP. Social service agencies and community groups in CIP sites have provided such assistance to interns. In other cases, they have assisted in resolving intern problems relative to medical care, income maintenance, housing, dental care, drug and alcohol abuse, etc. In the second instance, since these agencies work closely within a community, they can provide an indication of the impact that a person is having upon a family, a neighborhood, or in some cases, an entire community relative to improving the quality of life and opportunity for people. A veteran manpower practitioner commented on CIP:

"In spite of all the criticism and a good deal of lack of stability, we as a nation have benefitted from employment and training investments such as CIP. This infrastructure should not be left unattended as it would adversely impact economic development of an area and certainly would defeat attempts to prepare youth for roles in a needed skill labor force.

I have had the good fortune of seeing firsthand at the grass roots level what CIP, as an alternative design, has accomplished to make individuals productive to themselves, to society and to our economy. CIPs are another sound economic way to provide greater diversity in formal education which reflect the actual diversity of the learning situation and the variety of experience that living in today's world demands. CIP represents a dimension beyond structured classroom opportunities to become actively involved in the process of education.

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Most professional human capital investment practitioners believe that no single program approach works for all youth. CIP represents an educational support program which approaches the broad development needs of poor young people, particularly those with educational deficits, and other employment barriers, and particularly those who have no modern marketable skill. CIP also provides a vital linkage in a public/private partnership—the preparation of young people for employment as private employers (rightly) demand better basic skills preparation."

A county planning coordinator looked upon CIP this way:

"One of the major problems which continues to plague American society is the extremely high youth unemployment. This fact coupled with an increasing school dropout rate only exacerbates the cycle of poverty and antisocial behavior. The Career Intern Program has been instrumental in attacking this problem and preparing America's youth for meaningful employment and productive careers. The program concept is to assist dropout (and potential dropouts) students to define and achieve their career goals.

Since the inception of this program, many young people have earned high school diplomas through CIP and found employment. Many have pursued additional education and training to achieve their goal. Undoubtedly, the Career Intern Program is the vehicle which many young people utilize to attain educational success. Without it, I am afraid the already frustrated and disillusioned youth segment of our society can only increase in numbers.

In a period of austerity at all levels of government, it is especially important to assess the impact of every program and determine its value. The Career Intern Program is an effective tool for dealing with our idle youth. Its importance is significantly increased during these times of economic uncertainty.

This program is targeted to the fault line on the American Social terrain. The Career Intern Program philosophy of 'self help' could not be more consistent with the heritage of the American work ethic."

A youth program supervisor shed additional light:

"I have had the pleasure of working with the Career Intern Program for the past two years. During ths time, I have seen several students graduate from high school who may well have dropped out, had the opportunity to participate in the Career Intern Program not been there.

I have found during my thirteen years of working with young people, that they are not all capable of coping with the traditional high school

setting; but, need a more closely linked student to teacher relationship. I feel that this is provided by the Career Intern Program. For this reason, I have begun to think of CIP as an integral part of our own community."

A probation officer viewed CIP this way:

"It is felt that the Career Intern Program can play an integral part in the development of individuals unable to function effectively in the educational mainstream. Those who would otherwise be without day-to-day skills are provided with an opportunity to achieve a degree of competency. It appears that very few of those youths who are expelled or drop out from 'regular' school systems are able to obtain longlasting employment due to their educational deficiencies. By affording them an alternative school situation, geared toward the behaviorably troubled, these adolescents are provided a more suitable environment in which they may develop skills necessary to becoming contributory members of the community.

It is felt that it is the uneducated and unemployed youths who are a large section of the current criminal element. With programs such as CIP, education and training are offered and, if utilized, can ultimately result in a marketable individual.

This individual would be one who could become employed and could avoid criminal activity, thereby not becoming even more burdensome to state and local communities."

A county youth director reflected:

"The CIP is the primary alternative education program for county teenagers who have been unsuccessful in their public high school curriculum but expressed a willingness to complete the academic requirements for graduation. Predominately from the inner city and minority neighborhoods of the county, a significant number of youth have found an education, career internship and vocational preparation at CIP."

Social service and community agencies are a vital key to the program's success. They not only provide direct assistance to interns and their families, they also assist the CIP to be more effective in servicing the intern populace.

Parents

While all the aforementioned strata are vitally important to the CIP's success, perhaps it is the home where the CIP's impact is greatest.

And perhaps, the most significant key to the intern's home environment is his or her parent(s).

When Dr. Sullivan conceived of the CIP, he stressed to the planners that there had to be a vital role for parents and the family in the educational process for interns. Parents are involved in recruitment, intake, and orientation as the intern begins his or her travels through CIP. Parents are also involved in parent conferences, intern assessments, and home visitations by CIP staff members. CIPs also have Parent Councils which provide support for CIP intern oriented activities. Parental involvement is not utilized in a punitive manner, but rather as a continuous element of positive support for the interns. A parent reflected on CIP:

> "We really like the work done at the school called CIP. A lot of the dropout kids enjoy the assignments. All of the kids there can get their schooling and get a diploma. The teachers there help the students with the careers of their choice and that really helps them in the future."

Another parent had these thoughts:

> "My son has been greatly helped by this school. He had dropped out of public school, but the teachers at CIP have helped him pull his grades up to passing and have prepared him to get his diploma on time."

Other parents stated:

> "In this day and age where an education is of the utmost importance, I am very thankful that my son has been included in the Career Intern Program.
>
> After attending high school for two years, my son like so many others lost interest in school and stopped attending. Unlike countless of others my son was fortunate enough to be accepted in the Career Intern Program.
>
> The Career Intern Program has devoted its purpose to aiding high school students obtain a fully accredited education, thereby getting them ready for the future."
>
> "I am the mother of Felicia, a student in the Career Intern Program. This is her first year attending there. One day, she came home and said, 'Mommy, you know I really like school now.' My first thought was did I hear right. Then I turned to her and said, 'you don't know how glad that makes me feel to hear that from you.' She used to make excuses to stay home when she attended the other schools."

"My son has attended CIP for several months now and has made great improvements in his grades and overall attitude toward school. This type of schooling is very important for young people like my son."

"I am taking this opportunity, as a concerned parent, to express my feelings and opinions concerning CIP. In these times as we are all well aware, the educational system has its problems such as cutbacks, shortages of teachers, young people feeling disrespectful concerning education, etc. My son Irving attended CIP last year. I found CIP to be a new and promising opportunity for my child and for other children, who don't for one reason or another adjust to the system. Their counseling and small classes, almost on a one to one basis, is very promising. CIP is a necessary and meaningful school."

The CIP experience reveals that parents desire and will take advantage of opportunities to help their children succeed. During CIP graduation exercises, other than the graduates themselves, there are no more prouder people in attendance than their parents.

Interns

All of the aforementioned linkages are highly important cogs in the CIP operational system. They provide direct or indirect support to the delivery of qualitative and quantitative services to the intern populace. However, without interns who are committed and dedicated to the pursuit of excellence, most of the effectiveness of the linkage system would be limited or constrained.

Interns who enroll in CIP do so for various reasons. Some enroll because they see CIP as the only viable means to secure a high school diploma and a rewarding career. Others do so because they are unable to cope within a traditional school setting. While there are various reasons why interns choose to enroll in CIP, an underlying theme in the rationale for most of them to enroll is the desire to succeed in life. In order to improve their status in life, they have to prepare themselves for future opportunities. They see CIP as a way out of their current existence and a vehicle for achieving success in the future. Some interns recanted about what CIP has meant to them:

"I am a member of the Career Intern Program. Since I left my feeder school, I feel I have accomplished something. My grades and confidence in my ability to succeed has greatly increased. This is a unique opportunity for students who feel as if they were merely numbers in the school system. The feeling of camaraderie among teachers and students helps us to learn. There's always been talk about high school dropouts. Now there's a very worthy program that deals with this problem effectively."

"I attended the Career Intern Program. I am pleased with the way the program has helped me. When I used to go to my regular school, I never went to school. I would recommend this program for students who are having problems in school. The teachers in this school are understanding and they show you that they care about you. My career depends on the existence of this program."

"I am attending the Career Intern Program. It is a different kind of school than the other ones. I think since I've been here, my grades have improved. The teachers in this school are very understanding and they are easy to get along with. Also, if you have a problem, they will try to help you out as much as possible and everybody is very friendly. If I graduate from this school, I will be able to get a decent job and also have a high school diploma from CIP."

"Before I came to CIP, I was a truant and failing all of my classes. My mother had to reassign me in school. But, I knew that I was not going to go to school. A lady recommended that I go to the CIP. Since I enrolled, I have been attending each day. I have even won an attendance award. My marks have improved and my self confidence in school has improved. If there were not a CIP, I would probably be a factory worker and would take a GED which is the last thing I would want to do. Now, I want a high school diploma and to go to college to be a nurse."

"I am attending the CIP. I would like to say that my work has improved and I enjoy the program. I like this school better than my other school because over here, the teachers have more time for you, they give you more individual attention, and the students get treated like real adults."

"I am a student at the CIP. CIP is a wonderful program and it has given me an opportunity to further my education. I quit school when I was 16 years old. At that age, I didn't realize how important an education was. I am now 20 years old and I understand now how necessary an education is and I want so badly to complete high school and get a diploma.

"I am married and 5 months pregnant. If I continue school throughout the summer, I will be able to graduate before I have my baby. At this day and age, it is pretty difficult to raise a family, work and go to school. With the help of CIP, I am able to do this, while I prepare for a career."

"When I was at my other school, I had a lot of problems with school rules and policies. School work was easy and I didn't feel that I had to be in class everyday to make good grades. So, I began to skip school. Soon, I had missed over ten days and had automatically failed. So, I quit school and went to work. Everyone talked to me and I decided to

go back to school. I had already missed too much of the second semester to go back to regular school so I started to go to CIP.

I think CIP is great because when I started to go to this school, I became interested. The way things are taught here is really neat. Everyone is on their own. In class, you get your work and do as much as you can. If you have a problem, you can ask for help. The teachers here are real nice and you can discuss things with them. CIP is really neat because it is like a big family.

When I first came here, I was afraid because I am white and there are not a lot of white people in this part of town. It was a false alarm. All of the people here are here to learn and then to have fun. You meet people and make a lot of friends in a lifetime. This school and all of my friends here are friends that I won't forget in my lifetime."

"I dropped out of public high school after completing the 10th grade. I started working for six months, but at the time that I was working, I knew that that job was not going to last forever. There was something inside of me telling me that I needed to go back to school. I told my mother that I had heard about an alternative high school that was for students who dropped out of school and wanted to go back. So my mother came to CIP with me and we filled out some papers and I was accepted. I started 2 days later. I was very excited and kind of nervous, but everything went OK.

The teachers are really helpful and are always there when you really need them. The counselors are really helpful too. This high school has a lot to offer. It has given me a chance to come back to school and grow up to be somebody. I think all of us here feel the same way. I plan to go to college or technical school after I finish CIP.

There is something here that I like about the school and that is that the interns and staff are all together like a big family. I learned so many things that I didn't know. This school has helped me to see things and to appreciate what it takes to come back after you are out of school for a while. I'm very happy coming to this school and I will be here everyday learning something new because here you learn something new everyday. I know that it will help me in the future."

"The CIP has given me a lot of ideas as to what I want to do after graduation. It has given me a chance to be proud of myself and to be respectful and to appreciate things. I have learned so many new things that I didn't know. The staff is always there when you need them and always there to help and to teach you. When I was going to public school, I was doing badly in my grades. Now, since I started coming to CIP, I have improved a lot and my mother is very proud of me. I have a good part-time job in a department store as a salesperson. I've learned the values of responsibility and to support myself. I am very grateful for the CIP."

Though CIP interns come from wide ranging differences in geographical influences and they represent various racial and ethnic groups, there tend to be underlying general characteristics among them which are fairly consistent. These characteristics are described in detail in CIP evaluation reports. Perhaps, the foremost characteristic which consistently is found is that CIP interns tend not to have been very successful in life experiences prior to their enrollment in CIP. One intern reflected on his experiences:

> "I was a bad ass. Excuse the expression, but I was. Rippin' and running around. The only time I would come home was to eat and wash up. I dealt with a lot of women which drove me to drink. I used to drink so much, man, I was in and out of the bottle. It was rough because you had to rap to all these women; you couldn't run the same line.
>
> Wine makes you want to talk so I drank to talk. It seemed like nobody cared. I traveled a lot. I used to steal. I put businesses out of business. That's how dangerous I was. I did it alone at the age of 14, acting crazy and wild. But then, as years passed, it started catching up with me. I got caught ripping off this place.
>
> Well, I made a few stings and kept on going to reform school and this and that 'til I met some dudes and we decided to make a big sting. . . . .and we got popped. I got arrested and went back and forth in the courts. Before that I got arrested for an assault on an officer.
>
> I was in jail for a year. That's a terrible place because there's nothing to do, so all you do is waste (away). They isolated us in the most dangerous part of the place. The roaches had taken over. The roaches were bold, in the daytime. They'd run right over your foot and keep going. I got bit on the arm, neck and leg. The security at the jail was terrible. I learned a lot and it changed me. It made me look at myself. I paid (my dues) man, you know, am I really like this? It was so aggravating. I hit a man one day and he fell and almost hit his head on metal. I said to myself, I could have killed this man.
>
> After I got out of jail I just stayed home. I was so used to being away from a crowd. I wanted to go back to school, but that was just to play ball. But I messed up my leg and had surgery. Then I got a job as a dishwasher. I worked there for a while, then I heard of CIP. So, I talked to my father about it and he had been wanting me to go to school. I came to CIP and I liked it. Now, I know what I want to do. I want to be a hair stylist. There's a lot of money in it. I'm gonna really try.
>
> I've gone through a lot, as far as stealing. I've paid my dues and I'm still paying and I don't want to pay no more. I paid a whole year of my life and I don't want to waste any more time. I'm really looking in the right direction now."

Another intern reflected upon her pre-CIP experiences:

> "I didn't have too much school trouble. I didn't get kicked out much. I just didn't go to class. I knew the right places to hang out so I never got caught. 'Til one day the truant officers came to my house and blew everything. They had the nerve to come to my house! I couldn't believe that. My mother came upstairs and snatched the cover off my bed. I was half asleep. I was working then, so I didn't care about going to school.
>
> Then I heard about CIP. I decided to enroll because my friends told me it was a good school. . . . .and it is. Now, I'm getting ready to graduate from CIP. I plan to go to college now and become a lawyer."

CIP interns come from a variety of different circumstances which tends to impede their progress. Some of the circumstances are self-imposed. In other cases, circumstances are imposed upon them. It is the function of CIP programming to ferret out the negatives and develop positive, constructive planning with interns to facilitate their identifying, pursuing and achieving their future goals.

As CIP interns progress through the CIP experience, they experience many elements of the program which have some specific impact. Some interns recalled some of these elements:

> "When I came to CIP, I didn't know what I wanted to do. I didn't know about the field of communications. Now, I'm seriously thinking about a career in this field."
>
> "I always liked science but I didn't know what to do with it. I learned about medical technology since I came here and it sounds like what I want."
>
> "The students here talk to other students about going to class, getting an education and all that. It's the first time I heard that and it really shocked me. Like, if I said I was cutting class, they'd probably look at me and encourage me to go to class and ask why I'm leaving school or something, and I'd probably end up going to class. In my old high school, they would have gone with me."
>
> "Group counseling is good for me. I came to know that other interns have the same problems as me and we can help each other."
>
> "In Mr. C_____'s class, Larry did a report on being an automobile mechanic. I learned a lot from him. I never knew they made such a lot of money. I learn from the reports of other interns."

"In my other school, we had to learn everything from the teacher. Here though, we can learn from other people too, like each other. Course the teacher's important but what I have to say is important too. Other people can learn from me."

"On my last report card from my former school, I only passed two subjects and I got a C in one and a D in the other. I never did well in school. I came to CIP and I started getting B's. I'm passing everything and now I know I'm not stupid."

"I could never do as well in school as my brother and teachers always expected that I could do as well as him in school and that made me feel dumb. Well, at CIP, no one expects me to be anyone but me and I'm doing all right. I even got an A on a math test and I always used to fail math."

"I don't mind the work at CIP, because some of the words, I mean, I never heard of them and I get to know the meaning, the spelling and everything. We don't have that much homework and we do so much classwork, tests and stuff."

"You don't see any graffiti on the walls here; now why is this? In other high schools, you can walk around and somebody is writing on the walls. Why don't you see this here? People change when they sign up for this program. They evaluate themselves and say, 'I'm coming here for a purpose, not for writing on the walls. 'I'm coming here to write on paper and do something constructive.' That's the only way you can get somewhere.

"I learned so much about lots of careers that I have been able to choose one that most interests me. I'm seriously thinking of going to college to be an accountant."

"At CIP, I discovered that I want to be a medical technician. It will pay enough right after training for me to support my daughter and me. I can leave my baby in the day care center at the hospital and it won't cost me too much. The hospital will train me and will pay me a little while I am in training. It's a career where I'll have a chance to help people and keep learning new things."

"During Hands-on, I got to spend a few days helping an elementary school teacher in the classroom and decided that this is the career for me. I always liked kids, especially young ones and I've been doing well since I came to CIP. My counselor is helping me to get a scholarship. The money you get for teaching is pretty good and the fringe benefits are good."

While there are a variety of many different experiences that interns receive during their participation in CIP, it all culminates in their successfully graduating from high school and proceeding into the next level of activity, consistent with achieving their career goals. Three CIP graduates shared their thoughts:

"I went to another high school before coming to CIP. As far as activities were concerned, it was great. . . . .people were everywhere. But, as far as the work, you couldn't get too much done. People were out in the hallway smoking marijuana you know. So, you knew what was happening, it was hard. I got all caught up in that. I saw the CIP people in hall and I was wondering, well, who are these people; and so I wandered over there to talk to them. They told me what you could do at CIP. So, I thought, why don't I go to this school because I knew that I would be able to accomplish something since they said that there wouldn't be any hanging out and that I would have to go to class. I thought that that would be pretty good because I could do my work and graduate.

I did very well at CIP and now I'm in college. I'm taking math, learning skills and political science among my courses. My major is business administration and I'm doing pretty good. I'm passing all of my courses and I'm not going to fail."

"I was going to drop out of school prior to coming to CIP, but I was referred to CIP. My mother thought it would be a good idea for me when I told her about it. My father told me that if that was what I wanted, it was my decision. So, I decided to try it out.

When I came to CIP, I liked the attention that I received from the staff and I was able to concentrate on my schoolwork. They emphasized doing your schoolwork, about careers, etc. They made you want to think about a career. It encouraged me to see everyone else doing their schoolwork. You know, when you see your friends doing their schoolwork and you don't see everyone here in the halls, that really helped.

When I started CIP, my grades went straight up to a 4.0 average. At CIP, the staff is really concerned about you. If you miss a day of school, they call and ask why you are not in school whereas in my former school, you could miss 20 or 25 days before they sent a letter to you.

Since I have graduated, I attend a technical school to study electronics. I'm going to try to get in an apprenticeship program soon. None of this would've happened if it weren't for CIP."

"I dropped out of school for a year before CIP and I didn't do anything. I used to hang out and get high, you know the usual. I live down

the street from CIP and I was just walking down the street when I noticed it. I used to wear a big old hat, but I don't wear it anymore. I also cut my hair. I was tough but that was a long time ago. I stayed at CIP for two years and three months. Now, I'm in college. I'm taking math 102, 103, learning skills and American history. I had math 100, learning skills and sociology last fall. I'm getting good grades.

My mother is very happy. She always wanted me to go back to school when I dropped out. She told me I could do nothing without an education.

In college, I get together with some of my buddies (graduates of CIP). We help each other. There is a lot that I don't understand and there is a lot that they don't understand. Some of the teachers are pretty good but, well, some of them go over the material too fast. We have tutors, though, who help us.

The thing that helped me most at CIP to prepare for college was English. Law and government helped me to be able to do a lot of work in a short time. Career counseling seminar helped me to decide upon a career. I'm looking forward to being an engineer. During the time I was at CIP, they had plenty of career fairs and I got to talk to a lot of people about my career choice. I went to an engineering firm for my Hands-on. I learned how to read blueprints. When I first got to the firm, I didn't know what they were. They actually taught it to me. The whole CIP has helped me and I'll never forget it. I frequently come back to talk to the interns to let them know that they can make it too."

Though interns come from many different backgrounds, geographical areas and ethnic cultures, they tend to share a commonality of experiences and accomplishments by virtue of their CIP participation. For them, CIP is the most valuable way for them to achieve successful career opportunities and productive futures.

Researchers

During its 10 years of existence, the CIP has been rigorously studied under complex and difficult conditions. However, regardless of the nature of the study, CIP has always yielded compelling evidence of the program's effectiveness. The president of the RMC Research Corporation which conducted the CIP replication evaluation provided these thoughts on CIP:

> As an independent evaluator working under contract with the National Institute of Educaton, I observed first hand, four replications of the Career Intern Program operate for a period of nearly three years.

One of our tasks during the evaluation study was to compare the CIP with other similarly intentioned and targeted programs. Thus, while I cannot claim familiarity with all youth programs in the country, it is unlikely that many exemplary programs of any magnitude escaped my attention during this period. It is my strongly held belief, based on this knowledge, that the CIP is unexcelled in accomplishing its mission of returning disillusioned and alienated youths to positive and productive roles in our society.

I and my professional colleagues working on the evaluation got to know many of the CIP participants and their families and friends quite closely. Often they came from 'impossible' backgrounds, had dropped out of school, and were involved with drugs or worse. Substantial numbers had had at least minor scrapes with the law and some were clearly headed for lives of crime. One would certainly expect that the majority of them would end up on welfare, in jail, or dead in the streets as the result of some sort of illegal activity. The crimes they would commit would surely cost society dearly.

Most of the students who remained in the program at least three months showed benefits from their participation. As a group, significantly more of them graduated from high school, or remained enrolled in school than would have without the program (expectation based on a true control group). Two hundred fifteen CIP interns earned their high school diplomas during the course of the study. Of the 207 we could locate six months after the demonstration concluded, 94 were enrolled in college, 66 were employed, and 29 were participating in skill training programs. Only 18 (9%) were neither in school nor employed, and 5 of these were pregnant.

CIP interns also showed gains in reading and math skills, self concepts, and career awareness (compared to expectations derived from true controls, comparison groups, and/or normative data). Clear relationships were observed between the quality of program implementation and benefits. When the programs were at their best, the benefits accruing to participants were quite dramatic. Reading and math growth rates, for example, were more than twice those observed in average students attending typical American public high schools.

Individual case studies offered even more convincing evidence of program success than group statistics. Not every student's life was, or needed to be, turned around. Some very dramatic changes were effected, however. A hoodlum was transformed into a serious, ambitious college student. A derelict became a high school graduate and obtained a job with a future. Prostitutes and drug abusers reformed. And almost all of these success stories became ardent CIP supporters, recruiting interns in their neighborhoods and helping students in the program with their studies.

The evaluation data we compiled offer clear support for the effectiveness and cost effectiveness of the CIP—even when both staff and students recognized it as a short-term 'experiment.' Greater success should be anticipated with more stable funding. It is my firm belief that the cost of implementing the CIP will be more than offset by savings in welfare, law enforcement, and penal institution expenditures."

Another noted researcher viewed the CIP from this perspective:

"The national teenage unemployment rate for youth is 18.8%, for minority youth it is a staggering 48%. Clearly, the need for approaches which deal effectively with youth employment problems must receive high national policy prominence and support. This is particularly necessary when one considers that the young people who are in most need are those with the least available opportunities given social demographcis, geography and program availability.

The Career Intern Program developed by Opportunities Industrialization Centers of America has a proven record of success. It is a program that has been rigorously evaluated both initially in Philadelphia, in its development phase, by the National Institute of Education and in its replication phase through funds made available under the Department of Labor's authority through the Youth Employment Demonstration Projects Act of 1977.

Few programs dealing with the problems of youth unemployment and high incident of school dropout have been so extensively evaluated. Rarely have any programs under such an extensive examination shown such a notable success in enabling dropout and potential dropout youth to graduate from high school and make the transition to stable and productive employment or additional technical job training and academic education.

The analysis of the CIP by government sponsored evaluations has shown the program effects to be highly positive, positive on those youth with the greatest need.

The RMC Research Corporation Advisory Panel which was composed of a cadre of esteemed researchers made these recommendations for public and private policy makers relative to the CIP replication study:

"Over a period of two years, the Panel notes with satisfaction the steady advancement of CIP, and the high quality of the investigation, research, and reporting documents pertaining to the study. The panel also commends the leadership and staff of RMC for the diligence of the effort and the high standards of analytical inquiry. Further, we applaud the good work of OIC/A in affording access and support to this exercise.

Future replication of CIP should be sufficiently liberal and generalizable to encourage local adoptions, while sustaining basic procedures faithful to the broad CIP concept.

We urge the Department of Labor and the U.S. Department of Education to anticipate the passage of some form of major legislation to articulate Education and Work, especially for the disadvantaged. The OIC/A CIP model offers an elegant instrument for implementing such legislation.

We support the earmarking of funds both in the present legislative context, and in such future authorities that may emerge for the explicit support of the OIC/A and the CIP concept."

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